

WOODFIELDS ELEMENTARY

304 Woodfields Street
Greenwood, South Carolina 29646

GRADES PK-5 Elementary School

ENROLLMENT 487 Students

PRINCIPAL Bonnie R. Corbitt 864-941-5540

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	24	57	6	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

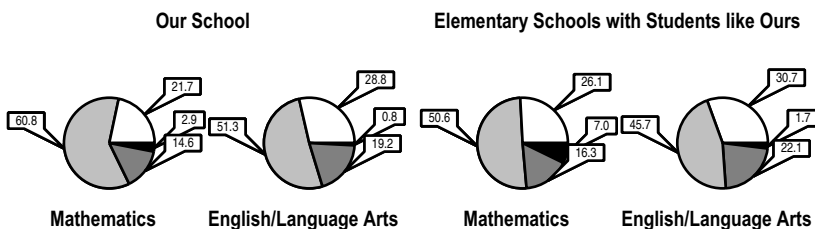
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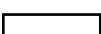
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	67	50
Percent satisfied with learning environment	100.0%	71.6%	93.8%
Percent satisfied with social and physical environment	95.5%	59.7%	72.3%
Percent satisfied with home-school relations	54.5%	74.2%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	265	100.0	28.8	51.3	19.2	0.8	20.0	17.6
Gender								
Male	123	100.0	32.4	48.6	19.0	N/A	19.0	17.6
Female	142	100.0	25.9	53.3	19.3	1.5	20.7	17.6
Racial/Ethnic Group								
White	94	100.0	15.3	51.8	32.9	N/A	32.9	17.6
African-American	164	100.0	36.5	50.0	12.2	1.4	13.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	229	100.0	27.0	51.2	20.9	0.9	21.8	17.6
Disabled	36	100.0	41.4	51.7	6.9	N/A	6.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	265	100.0	28.5	51.5	19.2	0.8	20.1	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	263	100.0	28.9	50.6	19.6	0.9	20.4	17.6
Socio-Economic Status								
Subsidized meals	179	100.0	33.5	56.1	10.3	N/A	10.3	17.6
Full-pay meals	86	100.0	20.0	42.4	35.3	2.4	37.6	17.6

Mathematics								
All students	265	100.0	21.7	60.8	14.6	2.9	17.5	15.5
Gender								
Male	123	100.0	19.0	59.0	17.1	4.8	21.9	15.5
Female	142	100.0	23.7	62.2	12.6	1.5	14.1	15.5
Racial/Ethnic Group								
White	94	100.0	12.9	54.1	25.9	7.1	32.9	15.5
African-American	164	100.0	25.7	64.9	8.8	0.7	9.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	229	100.0	17.5	64.0	15.2	3.3	18.5	15.5
Disabled	36	100.0	51.7	37.9	10.3	N/A	10.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	265	100.0	21.3	61.1	14.6	2.9	17.6	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	263	100.0	21.3	60.9	14.9	3.0	17.9	15.5
Socio-Economic Status								
Subsidized meals	179	100.0	25.8	63.2	10.3	0.6	11.0	15.5
Full-pay meals	86	100.0	14.1	56.5	22.4	7.1	29.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	84	N/A	24.1	51.8	24.1	N/A	24.1
	Grade 4	86	N/A	30.2	55.8	11.6	2.3	14.0
	Grade 5	87	N/A	44.7	42.4	12.9	N/A	12.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	86	100.0	20.5	51.3	28.2	N/A	28.2
	Grade 4	92	100.0	27.9	53.5	17.4	1.2	18.6
	Grade 5	87	100.0	38.2	48.7	11.8	1.3	13.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	84	N/A	31.3	48.2	15.7	4.8	20.5
	Grade 4	86	N/A	34.9	48.8	14.0	2.3	16.3
	Grade 5	87	N/A	44.7	42.4	8.2	4.7	12.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	86	100.0	16.7	65.4	16.7	1.3	17.9
	Grade 4	92	100.0	18.6	64.0	15.1	2.3	17.4
	Grade 5	87	100.0	30.3	52.6	11.8	5.3	17.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 487)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.0%	Down from 4.9%	2.6%	2.4%
Attendance rate	96.5%	Down from 96.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.9%	Down from 10.7%	10.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.5%	Down from 11.3%	8.9%	8.0%
Older than usual for grade	1.8%	Down from 3.3%	1.5%	1.1%
Suspended or expelled	0.8%	Down from 1.8%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	43.9%	Up from 37.5%	44.0%	50.0%
Continuing contract teachers	75.6%	Up from 70.0%	85.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.7%	Up from 75.9%	86.0%	86.2%
Teacher attendance rate	95.7%	Up from 95.4%	95.1%	95.3%
Average teacher salary	\$36,932	Up 0.6%	\$39,348	\$39,909
Prof. development days/teacher	17.0 days	Up from 14.5 days	11.7 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	15.8 to 1	Up from 14.6 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.9%	Down from 91.2%	89.6%	89.7%
Dollars spent per pupil*	\$6,222	Up 13.1%	\$6,034	\$5,892
Percent spent on teacher salaries*	64.3%	Down from 64.7%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-03 school year was both a rewarding and a challenging school year for Woodfields Elementary. As we progressed through our second year of training and implementation as a South Carolina Reading Excellence Act Demonstration Site (SC READS), Woodfields grew into a "reading" school! From book talks to read alouds, the excitement of reading was shared by students and staff alike. Through our Accelerated Reading Program, students set their own reading goals this year. Students were recognized throughout the year as they met their reading goals.

Highlights of year (and there were many) included: Dr. Seuss Day, The Reading Man, Storytellers, Guided Reading, Literacy Circles, Book Talks, Vehicle Career Day and amazing student achievement! Students also participated in HOSTS; Service Learning Projects with the United Way, the Leukemia Society, and Connie Maxwell Children's Home; and student leadership positions.

Teachers and staff were involved in long-term, professional staff development encompassing the year through both SC READS and SCRI (South Carolina Reading Initiative). Several teachers continued their professional growth through master's level courses in a variety of areas.

At Woodfields, our school climate is important. We believe that our school is one of the best schools in our state. Each person in our school and each person who visits our school is important. We enjoy "rolling out the red carpet." In May 2003, we were recognized as a Red Carpet School by the SC State Department of Education. This honor is an achievement shared by students, staff, and parents.

Our teachers received special recognitions in several areas: Carolyn Durham was selected as Piedmont Reading Council's Elementary Teacher of the Year. Ashley Hollingsworth was selected as Woodfields' First Year Teacher of the Year; Rhonda Pendergrass was selected as Woodfields' Teacher of the Year as well as the Teacher of the Year for Greenwood School District 50. She will represent our district in the SC Teacher of the Year Program.

Woodfields Elementary is a community of dedicated, motivated, and caring professionals who are committed to the future of our district and our state by providing the best educational experiences available to our students.

Bonnie R. Corbitt, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.